

Revised Code of Washington (RCW) Related to Transfer and Articulation

RCW 28B.76.240 - Statewide transfer and articulation policies

The board shall adopt statewide transfer and articulation policies that ensure efficient transfer of credits and courses across public two and four-year institutions of higher education. The intent of the policies is to create a statewide system of articulation and alignment between two and four-year institutions. Policies may address but are not limited to creation of a statewide system of course equivalency, creation of transfer associate degrees, statewide articulation agreements, applicability of technical courses toward baccalaureate degrees, and other issues. The institutions of higher education and the SBCTC shall cooperate with the board in developing the statewide policies and shall provide support and staff resources as necessary to assist in maintaining the policies. The board shall submit a progress report to the higher education committees of the senate and House of Representatives by December 1, 2006, by which time the legislature expects measurable improvement in alignment and transfer efficiency.

RCW 28B.76.2401 - Statewide transfer of credit policy and agreement — Requirements

The statewide transfer of credit policy and agreement must be designed to facilitate the transfer of students and the evaluation of transcripts, to better serve persons seeking information about courses and programs, to aid in academic planning, and to improve the review and evaluation of academic programs in the state institutions of higher education. The statewide transfer of credit policy and agreement must not require or encourage the standardization of course content or prescribe course content or the credit value assigned by any institution to the course. Policies adopted by public four-year institutions concerning the transfer of lower division credit must treat students transferring from public community colleges the same as students transferring from public four-year institutions.

RCW 28B.76.250 - Transfer associate degrees — Work groups — Implementation — Progress Reports

1. The HECB must convene work groups to develop transfer associate degrees that will satisfy lower division requirements at public four-year institutions of higher education for specific academic majors. Work groups must include representatives from the SBCTC and the council of presidents, as well as faculty from two and four-year institutions. Work groups may include representatives from independent four-year institutions.
2. Each transfer associate degree developed under this section must enable a student to complete the lower-division courses or competencies for general education requirements and preparation for the major that a direct-entry student would typically complete in the freshman and sophomore years for that academic major.
3. Completion of a transfer associate degree does not guarantee a student admission into an institution of higher education or admission into a major, minor, or professional program at an institution of higher education that has competitive admission standards for the program based on grade point average or other performance criteria.
4. During the 2004-05 academic year, the work groups must develop transfer degrees for elementary education, engineering, and nursing. Each year thereafter, the HECB must convene additional groups to identify and develop additional transfer degrees. The board must give priority to majors in high demand by transfer students and majors that the general direct transfer agreement associate degree does not adequately prepare students to enter automatically upon transfer.

5. The HECB, in collaboration with the intercollege relations commission, must collect and maintain lists of courses offered by each community and technical college and public four-year institution of higher education that fall within each transfer associate degree.
6. The HECB must monitor implementation of transfer associate degrees by public four-year institutions to ensure compliance with subsection (2) of this section.
7. Beginning January 10, 2005, the HECB must submit a progress report on the development of transfer associate degrees to the higher education committees of the House of Representatives and the Senate. The first progress report must include measurable benchmark indicators to monitor the effectiveness of the initiatives in improving transfer and baseline data for those indicators before the implementation of the initiatives. Subsequent reports must be submitted by January 10 of each odd-numbered year and progress on the indicators must be monitored; reports must describe development of additional transfer associate degrees and provide other data on improvements in transfer efficiency.

[2004 c 55 § 2.]

Notes:

Findings -- Intent -- 2004 c 55:

1. The legislature finds that community and technical colleges play a vital role for students obtaining baccalaureate degrees. In 2002, more than forty percent of students graduating with a baccalaureate degree had transferred from a community or technical college.
2. The legislature also finds that demand continues to grow for baccalaureate degrees. Increased demand comes from larger numbers of students seeking access to higher education and greater expectations from employers for the knowledge and skills needed to expand the state's economy. Community and technical colleges are an essential partner in meeting this demand.
3. However, the legislature also finds that current policies and procedures do not provide for efficient transfer of courses, credits, or prerequisites for academic majors. Furthermore, the state's public higher education system must expand its capacity to enroll transfer students in baccalaureate education. The HECB must take a leadership role in working with the community and technical colleges and four-year institutions to ensure efficient and seamless transfer across the state.
4. Therefore, it is the legislature's intent to build clearer pathways to baccalaureate degrees, improve statewide coordination of transfer and articulation, and ensure long-term capacity in the state's higher education system for transfer students. " [2004 c 55 § 1.]